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**2006-07**  
**INSTITUTIONAL EFFECTIVENESS**  
**REPORT**

**OCTOBER 2007**

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**GREENVILLE TECHNICAL COLLEGE**  
**OFFICE OF PLANNING AND GRANTS**



# **2006-07 INSTITUTIONAL EFFECTIVENESS REPORT**

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**OFFICE OF PLANNING AND GRANTS**

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## INTRODUCTION

This report for Greenville Technical College (GTC) is in response to Act 629 passed by the South Carolina legislature in June 1988. There are six components on which South Carolina's technical colleges must report. *Majors or Concentrations* is reported on yearly. *Achievement of Students Transferring from Two- to Four-Year Institutions* must be reported on every other year. The remaining four reports are on a four-year cycle. In the past each college was allowed to establish its own schedule for these four reports. In November 2002 the Commission on Higher Education (CHE) approved a common reporting schedule. The dates listed below are based on that common schedule.

Greenville Tech was scheduled to report on two components in 2007.

- *Majors or Concentrations*
- *Procedures for Student Development*

The following components are reported on every four years. The next reporting year for each is listed.

- *Academic Advising – 2008*
- *Library Resources and Services – 2009*
- *General Education – 2010*

The following component is reported on every two years. The next reporting year is listed.

- *Achievement of Students Transferring from Two- to Four-Year Institutions – 2008*

The summaries of the 2007 component reports have been placed on the college's web site.

In addition, the report includes the tables that are required by Act 255 on accredited programs and results of licensure examinations. These tables were submitted to CHE as mandated.

## **2006-07 REPORT SUMMARIES**

### **GENERAL EDUCATION**

This component was reported on last in 2006. Based on the schedule of reporting, this component will be reported on next in 2010.

### **MAJORS OR CONCENTRATIONS**

The college assesses the institutional effectiveness component of associate degree programs on a five-year cycle through the Academic Program Review (APR) process. Program components that are reviewed and evaluated include but are not limited to:

- program and college-wide competencies;
- course syllabi;
- reviews by advisory committees and accrediting bodies;
- instructional resources and facilities;
- faculty credentials and professional activities;
- state and national exams; and
- graduate and employer data.

In 2006-2007 programs that were evaluated included Aircraft Maintenance Technology (AMT), Dental Hygiene (DHG), Industrial Maintenance Technology (IMT), Machine Tool Technology (MTT), Marketing, (MKT), and Physical Therapy Assistant (PTA).

There were several trends noted throughout the six programs. Strengths of most programs included: (1) excellent reports from and maximum length of accreditation awarded by accrediting organizations; (2) outstanding employment opportunities and graduate employment rates; (3) highly qualified faculty who engaged in numerous professional and community activities; (4) supportive and actively involved advisory committees; (5) comprehensive program competencies that are taught and reinforced extensively throughout the curricula providing students the opportunity for mastery; (6) increased use of technology to enhance teaching and learning; and (7) program faculty and leadership committed to student success by increasing options, providing flexibility, and addressing various other student needs and concerns.

The listing below identifies a few trends in program recommendations for improvement and institutional activities that will be initiated to comply with them. It should be noted that budgetary restraints may have prohibited the departments from resolving some of these recommendations prior to the APR process.

### **Recommendation**

- Update equipment and related supplies
- Improve/enlarge facilities as needed in order to provide the optimum learning environment
- Ensure that syllabi comply with the college standard
- Increase the number of faculty from underrepresented populations
- Improve the faculty-to-student ratio to be more aligned with the state standard
- Ensure that all students achieve competence in all of the college-wide competencies

### **Resolution**

Continue to purchase and update essential equipment and related supplies as budgets allow.

The college will continue to prioritize facility needs and complete improvement projects as budgets allow.

Department Heads will work with their faculty to revise syllabi to ensure compliance with the college standard.

Department Heads and Deans will continue to expand their recruiting efforts to broaden the faculty composition.

Department Heads will continue to improve faculty load efficiency.

Departments will work with the Curriculum Planning and Assessment Manager to review and revise curricula.

Programs evaluated in 2005-2006 have submitted follow-up reports. Problem areas have been resolved except in cases where staffing and major equipment purchases were not feasible due to financial constraints. The following modifications have been made. Departments have (1) revised syllabi to be consistent with the college standard; (2) aligned all marketing tools and materials, including the web site and catalog, in partnership with the College Marketing Department; (3) obtained funds for some additional equipment, hardware and software to keep programs current with business and industry standards; (4) obtained some additional classroom, lab and office space to provide optimum learning environments; and (5) increased student recruitment efforts with respect to the underrepresented populations.

### **ACADEMIC ADVISING**

This component was reported on last in 2004. Based on the schedule of reporting, this component will be reported on next in 2008.

### **ACHIEVEMENT OF STUDENTS TRANSFERRING FROM TWO- TO FOUR-YEAR INSTITUTIONS**

This component was reported on last in 2006. Based on the schedule of reporting, this component will be reported on next in 2008.

## **PROCEDURES FOR STUDENT DEVELOPMENT**

The objects of assessment for this component were: (1) areas of the college which provide services to students, and (2) students' perceptions of their growth resulting from their involvement with the college.

Surveys were administered to assess the degree of students' satisfaction with student services: the *Graduate Satisfaction Survey* in 2003 and 2005 and the *New and Continuing Student Survey* in 2003 and 2005. Results of both administrations of the *Graduate Satisfaction Survey* revealed that 28 services out of 30 had satisfaction ratings of 80% or greater. Graduates in 2003 were most satisfied with the Library/Learning Resources Center (facilities and services), availability of academic advisors in the START Center, Evening Director's services, and Tutorial Services. Graduates in 2005 were most satisfied with the Library/Learning Resources Center, on-campus child care services, and Veterans Services. Results of both administrations of the *New and Continuing Student Survey* revealed that 23 of 27 services had satisfaction ratings of 80% or greater. Students enrolled in Fall 2003 were most satisfied with the helpfulness/assistance of Library staff and the educational resources/references available. Fall 2005 students were most satisfied with the course schedule booklet, the helpfulness/assistance of Library staff, and the educational resources/references available.

The College Outcomes Survey was administered in 2007 to assess students' perceptions of their growth while enrolled at Greenville Tech. More than 85% of the students reported that they had experienced growth in the five specific areas assessed: intellectual growth, preparation for a career, preparation for further study, social growth, and personal growth. In the area of intellectual growth, 96% reported that they had experienced moderate to very great growth.

The results of the five surveys reveal that the vast majority of students are satisfied with the quality of student services and that students perceive that they have experienced growth because of their involvement with the college. Student services that need some improvements and/or further assessment are job placement services, financial aid services, recreational/intramural activities, and advisors'/counselors' concern for students as individuals. Each of the first three areas has developed an action plan and timeline for improvement. The college will monitor student satisfaction with advisors'/counselors' concern for students as individuals.

## **LIBRARY RESOURCES AND SERVICES**

This component was reported on last in 2005. Based on the schedule of reporting, this component will be reported on next in 2009.

## MAJORS OR CONCENTRATIONS

**Sara Foster**  
**Director of Academic Support**

### DESCRIPTION OF COMPONENT

The college assesses the institutional effectiveness component of associate degree programs on a five-year cycle through the Academic Program Review (APR) process. A variety of instruments and methods for assessing each major are included in the APR. Review of the programs was conducted over a ten-month period. Programs evaluated during the 2006-2007 academic year were:

- Aircraft Maintenance Technology (AMT)
- Dental Hygiene (DHG)
- Industrial Maintenance Technology (IMT)
- Machine Tool Technology (MTT)
- Marketing (MKT)
- Physical Therapy Assistant (PTA)

The following matrix provides a list of assessment tools, methods and instruments used by each of the APR committees.

ASSESSMENT/INSTRUMENTS	MAJORS					
	AMT	DHG	IMT	MTT	MKT	PTA
Program Competencies	+	+	+	+	+	+
Advisory Committee Evaluation	+	+	+	+	+	+
Peer/External Review	+	+			+	+
Credentialing/Licensure Exam	+	+				+
Course Syllabi	+	+	+	+	+	+
Graduate Follow-Up	+	+	+	+	+	+
Employer Evaluation	+	+	+	+	+	+
Core Exam				+		+
Capstone Course				+	+	+
Senior Project				+	+	+
Work-Based Learning		+				+
Portfolio		+				
Service Learning		+				

In addition to these measures, the committee reviews each program's enrollment criteria, student population, curriculum, instructional resources, instructional computing, employment outlook and history, faculty qualifications and activities, student satisfaction and success, textbooks, facilities and equipment.



## **ACHIEVEMENT OF PREVIOUS OBJECTIVES/ACTION PLANS**

In 2005-2006, five programs were evaluated: Associate in Arts/Associate in Science (AA/AS), Mechanical Engineering Technology (MET), Medical Laboratory Technology (MLT), Occupational Therapy Assistant (OTA), and Paralegal (LEG).

The following modifications have been made based on findings from the 2005-2006 APR process. Departments have (1) revised syllabi to be consistent with the college standard; (2) aligned all marketing tools and materials, including the web site and catalog, in partnership with the College Marketing Department; (3) obtained funds for some additional equipment, hardware and software to keep programs current with business and industry standards; (4) obtained some additional classroom, lab and office space to provide optimum learning environments; and (5) increased student recruitment efforts with respect to the underrepresented populations.

## **DESCRIPTION OF CURRENT ASSESSMENT STUDY**

The Academic Program Review process utilizes program data gathered and summarized by faculty and staff from numerous segments of the college. The process is conducted by two committees ensuring college-wide input: a Program Committee and an APR Committee. All committee members are responsible for analyzing the data. The consensus method is used to identify areas in which the program is excelling and areas in which the program needs to improve.

Members of the Program Committee include: the dean, department head, departmental faculty, and the division counselor. Members of the APR Committee include: the Director of Academic Support, a curriculum representative, the Institutional Researcher, an Arts and Sciences faculty member, the Instructional Computing Coordinator, the dean, the department head, two departmental faculty members, the division counselor, the academic advisor, the marketing account representative and the department head of a program going through the APR process the following year.

The Program Committee meets to review the data and determine their ratings. Meanwhile, the APR Committee members individually evaluate each section of the completed APR report. Subsequently, those results, along with the compiled results from the Program Committee, are discussed. The APR committee will reach consensus on the ratings, commendations, recommendations and/or suggestions. Recommendations must be addressed and completed within a two-year period. A follow-up report, summarizing the progress made for each recommendation/suggestion, is to be completed at the end of each of these two years.

## **MAJOR FINDINGS AND ACTION PLANS**

### **Aircraft Maintenance Technology (AMT)**

The program is accredited by the Federal Aviation Administration (FAA) and is subject to close scrutiny and no-notice spot inspections. The program has never received a major violation.

Graduate employment rates in field of study, as reported in the *Graduate Follow-Up*, exceed division average and the college average.

The program advisory committee remains very active and involved in keeping the course content current with local needs while exceeding FAA established regulations. In addition, the advisory committee maintains a high level of involvement by offering guidance, assisting in graduate placement, and securing donations.

The department is sensitive and responsive to the needs of their students as is evidenced by the recent reorganization of evening class schedules to better accommodate students.

The program received Advance South Carolina grant funding to recruit under-represented populations and shows good representation in both female and Hispanic minority enrollment. The faculty aggressively pursue and receive grant funding from other sources also.

Program competencies are taught and reinforced in multiple courses. Achievement of program competencies received high ratings from students.

Course competencies and syllabi are well written and show a high level of standardization and consistency.

The Aircraft Maintenance department recruited Embry Riddle for a 2+2 program for a Bachelor of Science in Professional Aeronautics which resulted in Embry Riddle locating their campus in Greenville Tech Foundation's McAlister Square.

Faculty sought out and received training with little or no financial support from the college.

Students need to be directed to electives that address College-Wide Competency #8, "Demonstrate an awareness and understanding of various cultures."

Equipment is needed to standardize with industry. Some maintenance equipment, aircraft and engines are unserviceable. Existing computers in classrooms and labs do not have the capacity to run required programs. Also, the operating budget is continually declining while costs of equipment and supplies, as well as student enrollments, increase.

### **Dental Hygiene (DHG)**

The program was accredited in October of 2000 by the American Dental Association (ADA) for the maximum number of years permitted.

Job placement in the field has been outstanding for four out of the last five years.

The advisory committee demonstrates its serious commitment to the program by impacting decisions about major equipment and instructional technology; participating in curriculum revision; serving as guest lecturers; referring candidates to open faculty positions; providing onsite learning; and conducting mock interviews for students.

The program has instituted a weighted admissions process which has resulted in an increase in student success.

The program is strengthened by the many options students are provided when entering the program. Options include flexibility in admit dates, full-time or part-time enrollment, and the 1+1 Bridge Program.

Students have the option of climbing a true career ladder. They may choose to become dental aides, dental assistants, or dental hygienists. Additionally, they may choose to bridge from aid to assistant and/or bridge from assistant to hygiene.

The student population has good minority representation (23%).

Students and faculty are heavily involved in marketing the program as a result of their community involvement and service learning projects.

Program competencies are addressed multiple times in numerous program courses to ensure skill attainment and competency.

College-wide competencies are thoroughly covered throughout program courses.

Students develop critical thinking skills as a result of being required to conduct research and literature reviews and write analyses on their findings.

The faculty has done an outstanding job incorporating instructional technologies throughout the curriculum to promote learning and to equip students with the computer skills needed for success in this field.

The department has very experienced and well-educated faculty. They are heavily involved in a number of high quality community events and projects, as well as continuing education activities and memberships in various organizations.

The catalog and web site contain information that is inconsistent and/or insufficient, i.e., Bridge Program, and typographical errors.

Students and faculty lack hands-on training and experience with digital x-rays and all of the Dentrix (industry-specific software) functions.

Many of the syllabi did not meet the college standard.

Students need to be directed to a course(s) that addresses College-Wide Competency #8, "Demonstrate awareness and understanding of various cultures."

Most faculty-to-student ratios since Fall 2002 have been extremely low compared to the state standard of 1:7 and ADA requirement of 1:6.

Equipment needs have been documented for the last five years. Requests to upgrade old equipment and space (i.e., clinic floor) are under consideration.

### **Industrial Maintenance Technology (IMT)**

Students are provided with options in addition to the traditional degree-seeking path. After completing two certificate programs, Electro-Mechanical Technology (EME7) and Automated Manufacturing Technology (AMF6), and completing the required general education courses, they may be awarded the degree.

Graduate employment rates in field of study, as reported in the *Graduate Follow-Up*, exceed the college average.

IMT has an active, involved, supportive advisory committee which provides important information about industry trends and offers suggestions to ensure that the curriculum is relevant.

Information about program requirements and course substitutions currently available in the catalog, on the web site, and in departmental publications is confusing due to lack of specificity.

The program currently requires eleven program courses that do not clearly contribute to program competencies.

There are numerous allowable general education course substitutions that are not listed anywhere. Due to these substitutions, the courses listed as those addressing college-wide competencies may not be part of a student's curriculum making it impossible to determine whether competencies are addressed.

Most of the syllabi did not meet the college standard.

A downward trend in enrollment since 2002-03 has resulted in the program falling significantly below the state standard faculty-to-student ratio.

Both full-time faculty members are eligible for retirement. One will retire at the end of this academic year, and the other has indicated that he will retire within the next year.

Facilities and resources need to be upgraded to meet training needs for current trends in the field. Plans for facility renovation, improvement, and/or expansion will be developed.

### **Machine Tool Technology (MTT)**

Employment opportunities and placement have exceeded the college rating for the last five years and employment outlook is expanding.

The advisory committee has outstanding representation from local industry, and meetings are well attended.

The faculty and its leadership continue to explore new avenues for recruiting students with a focus on the Latino population and a summer camp for high school students.

There is extensive use of computers by faculty and students in almost all program courses. Employers report a high rate of satisfaction with graduates' computer skills.

The MTT program has been the impetus for moving the pre-apprenticeship program at Donaldson Career Center in Greenville County to a working level. Presently, it is the only pre-apprenticeship program in Greenville County.

All full-time faculty have strong work experience which has been enhanced by their recent "Return-to-Industry" experience.

The full-time faculty are very active in college and community activities, build great partnerships with industry, and obtain up-to-date equipment by procuring donations from businesses.

Student success rate and course completion remains consistently high.

College-wide Competency #8 (cultural awareness) was not addressed in any of the courses students are required to take.

Many of the syllabi did not meet the college standard.

Faculty-to-student ratio is much lower than the state standard.

Faculty membership is not sufficiently diverse.

The departmental budget needs additional funding to effectively continue the operation and maintenance of the department's high tech equipment.

### **Marketing (MKT)**

The Marketing program has received a 10-year accreditation, the maximum years allowed, from the Association of Collegiate Business Schools and Programs (ACBSP). To remain in good standing, they are in the process of implementing an outcomes-based assessment plan for all Marketing courses, which includes outcomes-based program and course competencies.

There are good employment opportunities available for Marketing graduates.

The department has done an excellent job evaluating the curriculum requirements over the last three years. Several elective courses have been added and required courses revised in order to meet student and employer needs.

The department has done an excellent job recruiting and retaining a very diverse student population that clearly reflects the population profile of Greenville County.

The department is commended for rewriting the program competencies in 2003 so that they are measurable and for including course, program, and college-wide competencies in all syllabi.

The faculty is commended for their recruiting efforts. They stay well connected to the Marketing community and use these connections and other resources to recruit students and to place graduates.

The faculty do an excellent job of considering the financial restraints of their students when selecting textbooks and other curriculum materials. They look at costs and necessity of changing books before choosing textbooks each year. They ensure that copies of textbooks and other materials are in the library and use e-commerce to supplement the textbook.

The department has worked closely with the library to ensure that students have access to numerous online materials.

The faculty incorporate good and appropriate use of instructional technology into their delivery of information. They do an excellent job orienting online and face-to-face students on the use of technology including WebCT, CampusCruiser, internet research methodology, and Microsoft Office.

The faculty incorporated a capstone course, which includes a senior project, into the curriculum.

The faculty developed a better tracking system for graduates. They are building a graduate file and continue to network with graduates and their employers in order to develop a lasting relationship with both graduates and employers.

The department established a large number of articulation agreements with four-year colleges and universities. They are also commended for continuing to try to establish an agreement with USC Upstate.

The department employs excellent full-time and adjunct faculty who have impressive academic credentials as well as years of relevant real world experience which they use to enhance the learning experience of their students. They are very involved in both GTC and community activities.

Marketing faculty consistently receive excellent student evaluation ratings.

Many of the syllabi did not meet the college standard.

There is a need to diversify the faculty. The full-time faculty include two white males and the adjunct faculty includes one white male and two white females.

### **Physical Therapy Assistant (PTA)**

The program is accredited by the Commission of the Accreditation of Physical Therapy Education (CAPTE) for the maximum years allowed. CAPTE recommended only minor corrections.

The program is taught by a highly qualified faculty with strong work experience and diverse skill-sets.

The department has revised the curriculum to meet the needs of students. An “extended track” for part-time students has been developed.

The department has effectively employed a variety of measures to recruit students to the program. The effectiveness of its marketing efforts is evident by the growth of the program in all areas.

The program’s competencies are well-written and taught or reinforced throughout the curriculum. The department received valuable input from its advisory committee and local practitioners for determining competencies, and high ratings from its graduates indicate that the competencies are being taught.

Multiple General Education and program courses address the college-wide competencies.

The program has established and followed a clearly-defined process for ensuring up-to-date course content.

The program uses available instructional technology to enhance and extend the learning experience.

Success rate of graduates in this program exceeds that of the college. Employment opportunities are good to excellent.

Instructors are very active in the community as well as in numerous professional organizations.

The PTA program is a very efficient program with positive enrollment trends.

There are no minorities hired in full-time faculty positions.

The program’s growth would be enhanced by additional dedicated classroom and storage space. Efforts to ensure equitable facilities of the extended program (at Aiken Technical College and Florence-Darlington Technical College) must continue in light of accreditation requirements.

Although the program is attempting to provide necessary resources, students need access to library services at the Greer campus.

## **SUMMARY RESULTS/INTERPRETATION**

There were several trends noted throughout the six programs. Strengths of most programs included:

- excellent reports from and maximum length of accreditation awarded by accrediting organizations;
- outstanding employment opportunities and graduate employment rates;

- highly qualified faculty who engaged in numerous professional and community activities;
- supportive and actively involved advisory committees;
- comprehensive program competencies that are taught and reinforced extensively throughout the curricula providing students the opportunity for mastery;
- increased use of technology to enhance teaching and learning; and
- program faculty and leadership committed to student success by increasing options, providing flexibility, and addressing various other student needs and concerns.

Areas targeted for continued growth include the following:

- continuing to update equipment, hardware and software to keep programs current with business and industry standards;
- obtaining additional classroom, lab and office space to provide optimum learning environments;
- expanding faculty recruitment efforts with respect to the underrepresented populations;
- ensuring that all students achieve competence in all of college-wide competencies;
- revising syllabi to be consistent with the college standard; and
- improving the faculty-to-student ratio to be more aligned with state standards.



## PROCEDURES FOR STUDENT DEVELOPMENT

**Brett Young Gaffney**  
**Dean of Students**

### DESCRIPTION OF COMPONENT

The objects of assessment were student services and student development. Included in the assessment of student services were: academic advising (quality), academic advisors (availability), academic assessment, admissions services, bookstore services, business office services, cafeteria/food services, campus security, career planning services, counseling services, evening director's services, financial aid services, job placement services, library services, on-campus childcare services, new student orientation, registration procedures, special needs (services for students with handicapping conditions and/or learning disabilities), student activities, student records/registrar's services, student support services (TRIO program), transcript evaluation services, and veterans services. Included in the assessment of student development were the dimensions of intellectual growth, personal growth, social growth, preparation for further study, and preparation for a career.

### ACHIEVEMENT OF PREVIOUS OBJECTIVES/ACTION PLANS

**Objective 1:** With regard to Cafeteria Services, the objectives were to (a) place a suggestion box in the Food Court located on the Barton Campus and monitor suggestions to determine what changes might be desired by students and employees; (b) offer new menu items on a rotating basis; (c) replace with new machines any old vending machines that malfunction frequently; and (d) encourage vending machine attendants to interact with customers on a regular basis to determine if changes in vended products are desired.

**Result:** These objectives were met substantially. The 2003 and 2005 *Graduate Satisfaction Surveys* showed an improvement in student satisfaction ratings to 89% and 81% respectively.

**Objective 2:** With regard to Job Placement Services, the objectives were (a) change the name to the Employment Assistance Office in an effort to portray more accurately the objectives of the office; (b) employ a full-time Director; (c) continue to contact new students by mail each semester to inform them of available services; (d) continue to contact applicants for graduation by mail to remind them of available services; (e) request that academic department heads share with the office any job opening notices that they receive directly from employers; (f) establish contacts with area Chambers of Commerce in an effort to ensure that employers are aware that they can call upon Greenville Tech for help in meeting their manpower needs; (g) interact with area human resource directors via meetings of the Greenville Area Personnel Association; (h) post on the college's web site those job opening notices that are submitted to Job Placement; (i) make contact with new area employers to make known to them the services that are available through Job Placement Services; and (j) give more personalized attention to students and graduates.

**Result:** These objectives were completed.

**Objective 3:** With regard to Student Organization/Clubs, the objectives were to (a) employ a full-time Director of Student Activities; (b) during orientation programs, emphasize participation in extracurricular activities and explain the added value of participation; (c) make greater use of the college's internal communications systems to make students more aware of available opportunities; (d) make use of the college's internal communications systems to encourage the development of new organizations and to encourage faculty to assist in the development of new curriculum-related clubs; and (e) solicit the assistance of the Student Government Association in determining the types of new organizations that students would like to have developed.

**Result:** Due to budget issues, these objectives have not been met.

**Objective 4:** With regard to recreational/intramural activities (a) employ a full-time Director of Student Activities; (b) during orientation programs, emphasize participation in extracurricular activities and explain the added value of participation; (c) make greater use of the college's internal communications systems to make students more aware of available opportunities; (d) solicit the assistance of the Student Government Association in determining the types of recreational/intramural activities that students would like to have available to them; and (e) solicit volunteers to help plan and supervise activities.

**Result:** Due to budget issues, these objectives have not been met.

**Objective 5:** With regard to the helpfulness/assistance of the Financial Aid staff, the objectives were to (a) add personnel to the Financial Aid staff; (b) reconfigure office space to make it more "customer friendly" and to promote productivity; (c) with the assistance of the College Marketing department, develop and implement a plan for the strategic dissemination of critical financial aid information; (d) make information available online via WebAdvisor and the college's web site; (e) provide students access to the Free Application for Federal Student Aid (FAFSA) by allowing use of some college computers and by making the application available online; (f) reduce the amount of paperwork that is required for students to apply for financial aid; (g) automate the production of "missing information letters" so that prompt notification can be sent to students with incomplete applications; (h) realign the duties of staff members, separating financial aid counseling functions and data processing functions, and assign counseling functions to staff members with the best customer service skills; and (i) engage staff members in on-going training.

**Result:** The objectives were met substantially. A formal customer service training program was implemented, and additional staff was hired. The Financial Aid Office now employs 25 staff members. Additionally several measures already have been taken in an effort to bring about improvements, and duties have been more clearly defined and delineated. In addition, students now can apply for financial aid online and can check the status of their applications online. This eliminates the need for many students to visit the Financial Aid Office in person.

## DESCRIPTION OF CURRENT ASSESSMENT STUDY

Student services were assessed through the administration of the *Graduate Satisfaction Surveys* conducted in 2003 and 2005 and the *New and Continuing Student Surveys (NCSS)* conducted in those same years. Student development was assessed through the 2007 administration of the *College Outcomes Survey*, published by American College Testing (ACT).

The *Graduate Satisfaction Survey* was mailed in Fall 2003 to 1,810 graduates who completed program requirements during the period from July 1, 2002 through June 30, 2003. The survey population consisted of graduates of all associate degree, diploma, and certificate programs. A total of 455 surveys was returned, for a response rate of 25.1%. The purpose of the survey was to ask the graduates to rate their degree of satisfaction with the college's services. Possible responses were "mostly satisfied," "somewhat satisfied," "neutral," "somewhat dissatisfied," and "mostly dissatisfied." A copy of the survey form is included as Attachment A.

The *Graduate Satisfaction Survey* was mailed in Fall 2005 to 2,533 graduates who completed program requirements during the period from July 1, 2004 through June 30, 2005. A total of 496 surveys was returned, resulting in a response rate of 19.6%. See Attachment B.

The *New and Continuing Student Survey* was administered in 158 credit class sections during Spring 2003. The sections were selected from classes that were in session at specific times on Mondays or on Saturdays. In addition, students in online courses or telecourses were surveyed through the Distance Learning Testing Center. The total number of surveys distributed was 3,649. The number of completed surveys scanned was 1,745 (yielding a response rate of 47.8%).

The survey was administered again in 103 credit class sections during Spring 2005. Again the sections were selected from classes that were in session on Mondays or Saturdays. In addition, surveys were delivered to the Distance Learning Testing Center for administration to 345 online and telecourse students in sections scheduled for testing in a specific week. The total number of surveys distributed was 2,131. The number of completed surveys scanned was 1,462 (68.6%).

One purpose of the survey was to ask a random sampling of the college's first-term and continuing students to rate their degree of satisfaction with the services which are listed on the survey form. Students were asked to select for each service one response from the following: "very satisfied," "generally satisfied," "dissatisfied," "very dissatisfied," and "no opinion." A copy of the survey form is included as Attachment C.

The *College Outcomes Survey* was administered in Spring 2007 to students in a stratified sampling of day and evening classes. The classes were selected by the academic deans and were composed primarily of last-term and/or second-year students in associate degree programs. In the 30 classes in which the survey was administered, the combined enrollment was 508. The number of completed and scanned surveys was 409, yielding a response rate of 80.5%. The purpose of the survey was to ask students to rate the degree to which their experiences at the college had contributed to their intellectual growth, personal growth, social growth, preparation for further study, and preparation for a career. Possible responses were "very great," "great," "moderate," "little," or "none." A copy of the survey form is included as Attachment D.

## MAJOR FINDINGS

Respondents to the 2003 *Graduate Satisfaction Survey* indicated that, as a group, they were most satisfied with the Library/Learning Resources Center (facilities and services), availability of academic advisors in the START Center, Evening Director's services, and Tutorial Services. Shown in Chart 1 below are the percentages of survey respondents who indicated that they were "mostly satisfied" or "somewhat satisfied." Percentages are rounded to the nearest whole number, and neutral responses were excluded.

<b>Satisfaction Percentages – 2003 Graduate Satisfaction Survey</b>	
<b>College Support Service</b>	<b>Percentage</b>
Library/Learning Resources Center (Facilities and Services)	99
Availability of Academic Advisors in the START Center	97
Evening Director's Services	97
Tutorial Services	97
Quality of Academic Advising in the START Center	96
Academic Assessment Center	95
Admissions Services	95
Availability of Academic Advisors in the Continuing Student Advising Center	95
Campus Security/Public Safety	95
Quality of Academic Advising in the Continuing Student Advising Center	95
Transcript Evaluation Services	95
Counseling Services	94
On-Campus Child Care Services (Barton Campus)	94
Student Support Services (excluding Tutorial Services)	94
Veterans Services	94
New Student Orientation	93
Special Needs	93
Quality of Academic Advising by Faculty Advisors	93
Availability of Faculty Advisors	92
Career Planning Services	92
Quality of Academic Advising in the AARC	92
Registration Procedures	90
Student Records/Registrar's Services	90
Business Office Services	91
Availability of Academic Advisors in the AARC	89
Cafeteria/Food Services	89
Student Activities	89
Bookstore Services	85
Financial Aid Services	66
Job Placement Services	66

**Chart 1**

Respondents to the 2005 *Graduate Satisfaction Survey* were most satisfied with the Library/Learning Resources Center (facilities and services), on-campus child care, and Veterans services. Results are provided in Chart 2 below.

For both surveys the only areas with a satisfaction percentage less than 80% were Financial Aid Services and Job Placement Services/Employment Assistance.

<b>Satisfaction Percentages – 2005 Graduate Satisfaction Survey</b>	
<b>College Support Service</b>	<b>Percentage</b>
Library/Learning Resources Center (Facilities and Services)	97
On-Campus Child Care Services	97
Veterans Services	95
Academic Assessment Center	94
Information Center	94
Campus Security/Public Safety	93
Special Needs	93
Tutorial Services	93
Admissions Services	92
Advanced Placement Services/Transcript Evaluation Services	91
New Student Orientation	91
Student Records/Registrar's Services	91
Student Support Services (excluding Tutorial Services)	90
Quality of Academic Advising by Faculty Advisors	90
Availability of Academic Advising by Division Advisors	88
Student Disability Services	88
Business Office Services	87
Counseling Services	87
Availability of Faculty Advisors	86
Career Direction Center/Career Planning Services	86
Registration Procedures	86
Student Activities	86
Availability of Academic Advising by Counselors	85
Quality of Academic Advising by Division Counselors	85
Bookstore Services	84
Quality of Academic Advising in the Advising Center	82
Availability of Academic Advisors in the Advising Center	81
Cafeteria/Food Services	81
Job Placement Services/Employment Assistance	73
Financial Aid Services	69

**Chart 2**

Respondents to the *New and Continuing Student Surveys* indicated that, as a group, they were most satisfied with the helpfulness/assistance of the library staff, the educational resources/references available, and the course schedule booklet. Shown in the following two charts are the percentages of respondents who indicated that they were “very satisfied” or “satisfied” with these specific areas. As in the previous charts, percentages are rounded to the nearest whole number, and non-rating responses are excluded.

<b>Satisfaction Percentages – 2003 New and Continuing Student Survey</b>	
<b>College Service</b>	<b>Percentage</b>
Helpfulness/assistance of Library Staff	97
Educational resources/references available	95
College catalog/admissions publications	94
Course schedule booklet	94
General admission/entry policy	94
Veterans services	94
Career Direction Center	92
Student support services (tutoring)	92
Helpfulness/assistance of Student Records Staff	91
Helpfulness/assistance of Admissions Staff	90
Course placement assessment	89
Helpfulness/assistance of Business Office Staff	88
Accuracy of admission information received	88
Tuition/fee payment process	86
Helpfulness/assistance of Bookstore Staff	85
Advisor’s knowledge of program requirements	85
Availability of Counselor	84
New student orientation	84
Availability of Advisor	83
Job placement services	83
Availability of Bookstore materials	82
Advisors’/counselors’ concern for students as individuals	82
Student organizations/clubs	82
Recreational/intramural activities	78
Financial aid application procedure	77
Availability/accuracy of financial aid information	75
Helpfulness/assistance of Financial Aid staff	69

**Chart 3**

<b>Satisfaction Percentages – 2005 New and Continuing Student Survey</b>	
<b>College Service</b>	<b>Percentage</b>
Course schedule booklet	95
Helpfulness/assistance of Library Staff	95
Educational resources/references available	95
College catalog/admissions publications	94
General admission/entry policy	93
Veterans services	93
Career Direction Center	91
Student support services (tutoring)	90
Helpfulness/assistance of Admissions staff	89
Helpfulness/assistance of Student Records staff	89
Helpfulness/assistance of Business Office staff	89
Helpfulness/assistance of Bookstore staff	88
Accuracy of admission information received	88
Tuition/fee payment process	88
Course placement assessment	87
Job placement services	86
New student orientation	85
Availability of Bookstore materials	84
Advisor's knowledge of program requirements	83
Student organizations/clubs	82
Financial aid application procedure	82
Availability of counselor	81
Availability of advisor	80
Advisors'/counselors' concern for students as individuals	79
Availability/accuracy of financial aid information	79
Recreational/intramural activities	77
Helpfulness/assistance of Financial Aid staff	75

**Chart 4**

Students were least satisfied on both surveys with recreational/intramural activities, availability/accuracy of financial aid information, and helpfulness/assistance of staff in the Financial Aid Office.

A vast majority of the respondents to the *College Outcomes Survey* indicated that the college's contribution to their growth was either "moderate," "great," or "very great" in the areas of intellectual growth; personal growth; social growth; preparation for further study; and preparation for a career. Shown in the chart on the following page are the percentages of survey respondents who indicated that the college's contribution to their growth was either "moderate," "great," or "very great."

<b>Growth Percentages – 2007 College Outcomes Survey</b>	
<b>Areas</b>	<b>Percentage</b>
Intellectual Growth	95.8
Preparation for a Career	95.6
Preparation for Further Study	93.3
Social Growth	86.6
Personal Growth	86.4

**Chart 5**

### **OBJECTIVES/OUTCOMES/ACTION PLANS RESULTING FROM CURRENT STUDY**

Prior to conducting assessments of student services and student development, the Student Affairs Leadership Team established an 80% “satisfaction rate” and an 80% “development rate” as being the minimum acceptable rates. Of all areas assessed, only four did not receive a rating of at least 80%. These are addressed below.

#### **1. Job Placement Services**

Job Placement Services received a satisfaction rating of 66% in the 2003 *Graduate Satisfaction Survey* and a satisfaction rating of 73% in the 2005 *Graduate Satisfaction Survey*. It is interesting to note, however, that this area received a satisfaction rating of 83% in the 2003 *New and Continuing Student Survey* and a satisfaction rating of 86% in the 2005 *NCSS*. It is possible that this difference might be accounted for by the fact that recent college graduates are finding a “tight” job market because of the current state of the nation’s economy. Since the most recent graduate and student surveys, Employment Assistance, Job Placement, and the Career Direction Center have been combined to form the Career Center. Additionally, the office was relocated from the Student Center to the Assessment and Registration Center (ARC). The following activities will be emphasized in an effort to improve student satisfaction.

#### **Action Plan:**

- a. Continue to contact new students by mail each semester to make them aware of available services.
- b. Continue to contact applicants for graduation by mail to remind them of available services.
- c. Continue to request that academic department heads share with the Career Center Office any job opening notices that they receive directly from employers.
- d. As a result of staff turnover in area Chambers of Commerce, update contacts with area Chambers of Commerce in an effort to ensure that employers are aware that they can call upon the Career Center Office for help in meeting their manpower needs.
- e. Continue interaction with area human resource directors via meetings of the Greenville Area Personnel Association.



- f. Continue to post on the college's web site those job opening notices that are submitted to the Career Center Office.
- g. Contact new area employers to make known to them the services that are available through the Career Center Office.
- h. Give more personalized attention to students and graduates who visit the Career Center Office.

Timeline: Starting August 2007

## 2. Financial Aid Services

Financial Aid Services received a satisfaction rating of 66% in the 2003 *Graduate Satisfaction Survey* and 69% in the 2005 survey. Specific aspects of Financial Aid received somewhat higher ratings, however, in the *New and Continuing Student Survey*. The "availability/accuracy of financial aid information" received a rating of 75% in the 2003 *New and Continuing Student Survey* and a rating of 79% in the 2005 *NCSS*. The financial aid application procedure received a rating of 77% in the 2003 *New and Continuing Student Survey* and a rating of 82% in the 2005 survey, and the helpfulness/assistance of Financial Aid staff received a rating of 69% in the 2003 *New and Continuing Student Survey* and a rating of 75% in the 2005 *NCSS*. The higher ratings generated by the 2005 survey are indicative for two reasons that improvements are being made. First, the number of respondents to the latter survey was much greater (455 respondents to the 2003 *Graduate Satisfaction Survey* versus 1,745 respondents to the 2003 *NCSS* and 496 respondents to the 2005 *Graduate Satisfaction Survey* versus 1,462 respondents to the 2005 *NCSS*). Second, the frame of reference of the two survey groups was different. Graduates had a longer period of "enrollment experience" upon which they could base their opinions. New and continuing students had more recent experiences upon which they could base their opinions. While it is clear that improvements are being made in Financial Aid Services, it is the intent of the college to bring about additional improvements.

Action Plan:

- a. Replace staff who have transferred or left the college.
- b. With the assistance of the College Marketing department, update and continue to implement a plan for the strategic dissemination of critical financial aid information to students and the general public.
- c. Continue to make information available to students online via the college's Web Advisor/Campus Cruiser system and its web site.
- d. Continue to provide students with access to the Free Application for Federal Student Aid (FAFSA) by allowing use of some of the college's computers and by making the application available online.
- e. Continue to reduce the amount of paperwork that is required for students to apply for financial aid.
- f. Continue to engage staff members in on-going training.

Timeline: Starting Fall 2007

### 3. Advisors'/Counselors' Concern for Students as Individuals

Advisors'/Counselors' concern for students as individuals received a satisfaction rating of 82% in the 2003 *New and Continuing Student Survey* and a rating of 79% in the 2005 survey. This area was not addressed in the 2003 or the 2005 *Graduate Satisfaction Survey*. However, items pertaining to the quality of academic advising and the availability of advisors were included in both the 2003 and 2005 versions of the *Graduate Satisfaction Survey*.

In the 2003 *Graduate Satisfaction Survey*, the quality of academic advising provided by START Center advisors, the Continuing Student Advising Center, faculty advisors and AARC advisors received satisfaction ratings of 96%, 95%, 93%, and 92% respectively. START Center advisors, advisors in the Continuing Student Advising Center, faculty advisors and AARC advisors received satisfaction ratings in availability of 97%, 98%, 92%, and 89% respectively.

In the 2005 *Graduate Satisfaction Survey*, the quality of academic advising provided by the Advising Center advisors, division advisors, faculty advisors and counselors received satisfaction ratings of 82%, 85%, 90%, and 85% respectively. The Advising Center advisors, division advisors, faculty advisors and counselors received satisfaction ratings in availability of 81%, 88%, 86%, and 85% respectively.

Action Plan: Based on the comparison above, the college will monitor student satisfaction with advisors'/counselors' concern for students as individuals.

Timeline: Ongoing

### 4. Recreational/Intramural Activities

Recreational/Intramural Activities received a satisfaction rating of 78% on the 2003 *New and Continuing Student Survey* and a rating of 77% on the 2005 *NCSS*. During the same assessment period, student activities (in general) received a satisfaction rating of 89% on the 2003 *Graduate Satisfaction Survey* and a satisfaction rating of 86% on the 2005 survey. It is understood that many students work either a part-time or full-time job while attending the college and consequently do not have time to participate in extracurricular activities. It is the intent of the college, however, to offer as many options as resources will allow.

Action Plan:

- a. In the FY07-08 budget, request funds to employ a full-time Director of Student Activities.
- b. During orientation programs, give emphasis to participation in extracurricular activities and explain the added value of participation.
- c. Make greater use of Campus Cruiser to make students more aware of available opportunities.
- d. Continue to make use of the college's internal communications systems to encourage the development of new organizations and to encourage faculty members to assist in the development of new curriculum-related clubs.

- e. Solicit the assistance of the Student Government Council in determining the types of new organizations that students would like to have developed.

Timeline: Starting August 2007

# GREENVILLE TECHNICAL COLLEGE 2003 GRADUATE SATISFACTION SURVEY

**PART 1**

Your evaluation of the college support services listed below will help the college improve services to students. All responses will be confidential and reported as group data only.

**DIRECTIONS:** For each service listed, please indicate your level of satisfaction by circling one number only according to the following scale:

**5 = Mostly Satisfied** You are definitely satisfied with service – MS

**4 = Somewhat Satisfied** You are more satisfied than you are dissatisfied – SS

**3 = Neutral** You have no opinion or you have not used this service – N

**2 = Somewhat Dissatisfied** You are more dissatisfied with the service than you are satisfied – SD\*

**1 = Mostly Dissatisfied** You are definitely dissatisfied with the service – MD\*

\*In Part III on the back of this form, please give a reason for a rating of SD or MD.

**COLLEGE SUPPORT SERVICES**

	<b><u>MS</u></b>	<b><u>SS</u></b>	<b><u>N</u></b>	<b><u>SD</u></b>	<b><u>MD</u></b>
1. Quality of Academic Advising provided by...					
a. START Center (in AD-205)	5	4	3	2	1
b. University Transfer Advising Center (in UT-137)	5	4	3	2	1
c. Faculty Advisors	5	4	3	2	1
d. Health Sciences Advising Hub (in AH-138)	5	4	3	2	1
2. Availability of Academic Advising in or by...					
a. START Center	5	4	3	2	1
b. University Transfer Advising Center	5	4	3	2	1
c. Faculty Advisors	5	4	3	2	1
d. Health Sciences Advising Hub	5	4	3	2	1
3. Academic Assessment Center (Placement Testing)	5	4	3	2	1
4. Admissions Services	5	4	3	2	1
5. Bookstore Services	5	4	3	2	1
6. Business Office Services	5	4	3	2	1
7. Food Court/Food Services	5	4	3	2	1
8. Campus Security/Public Safety Department	5	4	3	2	1
9. Career Planning Services (Career Direction Center)	5	4	3	2	1
10. Counseling Services	5	4	3	2	1
11. Evening Director's Services (from office SC-135)	5	4	3	2	1
12. Financial Aid Services	5	4	3	2	1
13. Job Placement Services	5	4	3	2	1
14. Library/Learning Resources Center (Facilities and Services)	5	4	3	2	1
15. On-Campus Child Care Services (Barton Campus)	5	4	3	2	1
16. New Student Orientation	5	4	3	2	1
17. Registration Procedures	5	4	3	2	1
18. Student Disability Services (ADA, Section 504, etc.)	5	4	3	2	1
19. Student Activities	5	4	3	2	1
20. Student Records/Registrar's Services	5	4	3	2	1
21. Student Support Services (excluding Tutorial Services)	5	4	3	2	1
22. Transcript Evaluation Services (transferring credits from other colleges)	5	4	3	2	1
23. Tutorial Services	5	4	3	2	1
24. Veterans Services	5	4	3	2	1

**OVER**

## **PART II**

### **Additional Questions**

Please answer the questions below. This information will be used for evaluation purposes and will help us plan the kinds of services our students need.

**A.** When you were a student at Greenville Technical College:

1. Were you a single parent?

a. \_\_\_\_\_ Yes

b. \_\_\_\_\_ No

2. Were your plans to further your education or enter the workforce due to loss of your spouse's income (divorce/death/separated/spouse totally disabled)?

a. \_\_\_\_\_ Yes

b. \_\_\_\_\_ No

3. Was English your second language or did you come from a family that did not speak English?

a. \_\_\_\_\_ Yes

b. \_\_\_\_\_ No

**B.** What health-related programs (seminars, workshops, etc.) or services would you like to see made available to students? \_\_\_\_\_  
\_\_\_\_\_

**C.** Were enough student organizations and recreational activities available to promote your personal development?

1. \_\_\_\_\_ Yes

2. \_\_\_\_\_ No

3. \_\_\_\_\_ Undecided

**D.** On which campus did you take most of your courses?

1. \_\_\_\_\_ Barton Campus

2. \_\_\_\_\_ Brashier Campus

3. \_\_\_\_\_ Greer Campus

4. \_\_\_\_\_ Donaldson Center

5. \_\_\_\_\_ Northwest Campus

6. \_\_\_\_\_ Other  
(video, online, etc.)

**PART III:** Using the short lines to the left below, please indicate the numbers of any services in Part I to which you assigned a rating of "SD" or "MD." Beside each number, please give a reason for the rating. Use additional paper if needed.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Thank you for participating in this important survey. Please return it in the pre-addressed envelope with the Graduate Follow-Up Survey.

## GREENVILLE TECHNICAL COLLEGE 2005 GRADUATE SATISFACTION SURVEY

Your evaluation of the college support services and offices listed below will help us plan for the future. All responses will be confidential and reported as group data only.

**DIRECTIONS:** For each service and office listed, please indicate your level of satisfaction by circling only one number according to the following scale:

**5 = Mostly Satisfied** You are definitely satisfied with this service/office - **MS**

**4 = Somewhat Satisfied** You are more satisfied than you are dissatisfied - **SS**

**3 = Neutral** You have no opinion or you have not used this service/office - **N**

**2 = Somewhat Dissatisfied** You are more dissatisfied with the service/office than you are satisfied - **SD**

**1 = Mostly Dissatisfied** You are definitely dissatisfied with the service/office - **MD**

<b>COLLEGE SUPPORT SERVICES/OFFICES</b>		<b>MS</b>	<b>SS</b>	<b>N</b>	<b>SD</b>	<b>MD</b>
1.	Academic Advising (Quality)					
a.	Advising Center (in the ARC)	5	4	3	2	1
b.	Division Advisors	5	4	3	2	1
c.	Faculty Advisors	5	4	3	2	1
d.	Division Counselors	5	4	3	2	1
2.	Academic Advisors (Availability)					
a.	Advising Center (in the ARC)	5	4	3	2	1
b.	Faculty Advisors	5	4	3	2	1
c.	Division Advisors	5	4	3	2	1
d.	Division Counselors	5	4	3	2	1
3.	Academic Assessment Center (Placement Testing)	5	4	3	2	1
4.	Admissions Services	5	4	3	2	1
5.	Advanced Placement Services (evaluation of in-coming transcripts)	5	4	3	2	1
6.	Bookstore Services	5	4	3	2	1
7.	Business Office Services	5	4	3	2	1
8.	Cafeteria/Food Services	5	4	3	2	1
9.	Campus Security/Public Safety Department	5	4	3	2	1
10.	Career Direction Center	5	4	3	2	1
11.	Counseling Services	5	4	3	2	1
12.	Employment Assistance Office	5	4	3	2	1
13.	Financial Aid Services	5	4	3	2	1
14.	Information Center	5	4	3	2	1
15.	Library/Learning Resources Center (Facilities and Services)	5	4	3	2	1
16.	On-Campus Child Development Center (Barton Campus)	5	4	3	2	1
17.	New Student Orientation	5	4	3	2	1
18.	Registration Procedures	5	4	3	2	1
19.	Special Needs Counseling (in AD-202)	5	4	3	2	1
20.	Student Activities	5	4	3	2	1
21.	Student Disability Services	5	4	3	2	1
22.	Student Records/Registrar's Services	5	4	3	2	1
23.	Student Support Services (excluding Tutorial Services)	5	4	3	2	1
24.	Tutorial Services	5	4	3	2	1
25.	Veterans Services	5	4	3	2	1

**OVER**

**Please answer the following eight questions:**

When you were a student at Greenville Technical College:

1. Were you a single parent?                      a. \_\_\_\_ Yes                                      b. \_\_\_\_ No
2. Were your plans to further your education or enter the workforce due to the loss of your spouse's income (divorce/death/separated/spouse totally disabled)?      a. \_\_\_\_ Yes                                      b. \_\_\_\_ No
3. Was English your second language or did you come from a family that did not speak English?  
a. \_\_\_\_ Yes                                      b. \_\_\_\_ No
4. What health-related programs (seminars, workshops, etc.) or services would you have liked to have had available?  
\_\_\_\_\_  
\_\_\_\_\_
5. Were enough student organizations and recreational activities available to promote your personal development?  
a. \_\_\_\_ Yes                                      b. \_\_\_\_ No                                      c. \_\_\_\_ Undecided
6. Where/how did you first apply for admission to the college?  
a. \_\_\_\_ Barton Campus                      b. \_\_\_\_ Brashier Campus                      c. \_\_\_\_ Greer Campus  
d. \_\_\_\_ Donaldson Center                      e. \_\_\_\_ Northwest Campus                      f. \_\_\_\_ Online
7. When you registered for classes, how did you register most of the time?  
a. \_\_\_\_ in the Advising Center                      b. \_\_\_\_ with the help of a faculty member  
c. \_\_\_\_ with the help of a division advisor                      d. \_\_\_\_ with the help of a division counselor  
e. \_\_\_\_ self-advised, and registered on campus                      f. \_\_\_\_ self-advised, and registered online
8. On which campus did you take most of your courses?  
a. \_\_\_\_ Barton Campus                      b. \_\_\_\_ Brashier Campus                      c. \_\_\_\_ Greer Campus  
d. \_\_\_\_ Donaldson Center                      e. \_\_\_\_ Northwest Campus                      f. \_\_\_\_ Other (video, online, etc.)

If you gave a rating of SD or MD to any of the services or offices listed on the other side, please tell us your reason(s):

<u>Service/Office #</u>	<u>Comments</u> (Use additional paper if necessary.)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Thank you for participating in this important survey. Please return it in the pre-addressed envelope with the Graduate Follow-Up Survey.

\_\_\_\_\_  
Name (optional)

\_\_\_\_\_  
Phone number (optional)



# NEW and CONTINUING STUDENT SURVEY

The information you provide on this questionnaire will allow evaluation and improvement of the programs and services of Greenville Technical College. The data you supply will be used for research purposes only. However, if any item requests information you do not wish to provide, please feel free to omit it.

— MAKE DARK MARKS — USE NO. 2 PENCIL ONLY — ERASE COMPLETELY TO CHANGE —

**Where/how do you attend classes?**  
**Mark all that apply.**

☐ Main campus  
☐ Brasher Campus  
☐ Greer Campus  
☐ Donaldson Center  
☐ Other location(s)  
☐ On-line course(s)  
☐ Telecourse(s)

**When do you attend classes?**  
**Mark all that apply.**

☐ Morning  
☐ Afternoon  
☐ Evening  
☐ Weekend

**ETHNICITY**  
**Mark all that apply.**

☐ American Indian/Alaska native  
☐ Asian  
☐ Black/African American  
☐ Native Hawaiian/Other Pacific Islander  
☐ White

**SEX**

☐ Female  
☐ Male

**STUDENT SAFETY**

Yes No

Do you feel safe on campus during the day? ☐ ☐

Do you feel safe on campus during the evening? ☐ ☐

Have you taken a laboratory course? ☐ ☐

If you have taken a laboratory course, did you receive orientation regarding lab safety regulations and guidelines prior to performing lab activities? ☐ ☐

**How many semester credit hours have you earned from GTC prior to this term?**

☐ None  
☐ 0.5 - 15.0  
☐ 15.5 - 30.0  
☐ More than 30

**Is this your first term in a credit course at Greenville Tech?**

☐ Yes  
☐ No

**How important was each of the following in your decision to enroll at GTC? Mark only one rating per item.**  
V: very important S: somewhat important N: not important

Quality of educational program	V	S	N
Convenient location	V	S	N
Low cost of attending	V	S	N
Availability of chosen program of study	V	S	N
Social atmosphere	V	S	N
Good chance of employment upon completion	V	S	N
Availability of financial aid	V	S	N
Advice of friends or relatives	V	S	N
Suggestion of employer	V	S	N
Advice of someone who has attended GTC	V	S	N
Advice of high school teacher or counselor	V	S	N
Contact with GTC representative	V	S	N

**On the average, how many hours per week do you spend on each of the following activities?**

Studying outside of class	<input type="checkbox"/> 0-10	<input type="checkbox"/> 11-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> >40
Working	<input type="checkbox"/> 0-10	<input type="checkbox"/> 11-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> >40
Caring for family members	<input type="checkbox"/> 0-10	<input type="checkbox"/> 11-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> >40

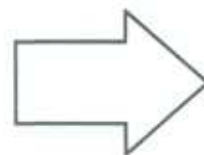
**Do you feel you will need special help in any of the following areas while at GTC? Mark all that apply.**

☐ Expressing ideas in writing  
☐ Improving reading speed/comprehension  
☐ Improving math skills  
☐ Developing better study or test-taking skills  
☐ Improving public speaking skills  
☐ Identifying a career or major area of study  
☐ Obtaining financial aid  
☐ Improving leadership skills  
☐ Securing a job  
☐ Improving interview skills  
☐ Dealing with a disability

**How did you learn about Greenville Tech?**  
**Mark all that apply.**

☐ Students/graduates of GTC  
☐ Co-workers or employer  
☐ Parents or relatives  
☐ High school classmates  
☐ High school teachers/counselors  
☐ College brochure/pamphlet/catalog  
☐ College representative's visit to school  
☐ Visit(s) to Greenville Tech campus  
☐ Articles/advertisements in newspaper  
☐ Radio/television announcements  
☐ Career Day at GTC

Please continue on other side.







## COLLEGE OUTCOMES SURVEY

**DIRECTIONS:** The information you supply on this questionnaire will be kept confidential. Your name and Social Security number, while collected for research purposes, will not be listed on any report. If any item requests information that you do not wish to provide, feel free to omit it.

Please use a soft-lead (No. 1 or 2) pencil to fill in ovals indicating your responses. If an item does not apply to you, mark "Not applicable." To change a response, erase your first mark completely and fill in the correct response.

## SECTION I—BACKGROUND INFORMATION

<b>A</b>	<b>Your Name</b>	Last Name	First Name	Middle Initial

Begin by printing your name in the boxes in Block A. Next, write the numbers in Blocks B through E and fill in the appropriate oval in the column below each box. Complete remaining blocks by selecting an appropriate response for each item.

[illegible]

<b>F</b>	Sex	<input type="radio"/> Male <input type="radio"/> Female
<b>G</b>	Are you of Hispanic/Latino ethnicity? (Select one.)	<input type="radio"/> No <input type="radio"/> Yes—Mexican, Mexican-American, Chicano <input type="radio"/> Yes—Puerto Rican <input type="radio"/> Yes—Cuban, Cuban-American <input type="radio"/> Yes—other Hispanic/Latino
<b>H</b>	Which race do you consider yourself to be? (Select one.)	<input type="radio"/> American Indian or Alaska Native <input type="radio"/> Asian or Pacific Islander <input type="radio"/> Black <input type="radio"/> White <input type="radio"/> Other <input type="radio"/> Multiracial
<b>I</b>	Citizenship and Residence	<input type="radio"/> U.S. Citizen—In-State Student <input type="radio"/> U.S. Citizen—Out of State Student <input type="radio"/> Resident Alien/Immigrant <input type="radio"/> Non-resident Alien/Non-immigrant
<b>J</b>	In which language do you communicate best?	<input type="radio"/> English <input type="radio"/> Spanish <input type="radio"/> An Asian Language <input type="radio"/> Other _____
<b>K</b>	Indicate your plans for the next academic year.	<input type="radio"/> Plan NOT to Attend College (Graduating) <input type="radio"/> Plan NOT to Attend College (Stopping Out) <input type="radio"/> Plan to Re-enroll in this College <input type="radio"/> Plan to Attend Another College <input type="radio"/> Undecided

L		M	
Educational Achievements and Goals (Mark ONE oval in EACH column.)		Responsibilities and Time Allocations	
<p>Highest Degree You Have Already Received</p> <p>Highest Goal You Now Intend to Pursue in Your Lifetime</p> <p>Highest Goal You Had When You First Enrolled Here</p>	<p>Highest Educational Attainment of Parents (or Guardians)</p>	<p>Indicate the number of hours per week you currently spend on each type of activity listed below.</p>	<p>0 1-5 6-10 11-15 16-20 21-30 31+</p>
<p>Back-ground</p> <p>Lifetime Goal</p>	<p>Father</p> <p>Mother</p>	<p>0 1-5 6-10 11-15 16-20 21-30 31+</p>	<p>0 1-5 6-10 11-15 16-20 21-30 31+</p>
<p><input type="radio"/> Some High School or Less</p> <p><input type="radio"/> High School Diploma or GED Certificate</p> <p><input type="radio"/> Some College, No Degree Certificate</p> <p><input type="radio"/> Vocational/Technical Degree/Certificate</p> <p><input type="radio"/> Associate Degree</p> <p><input type="radio"/> Bachelor's Degree</p> <p><input type="radio"/> Master's Degree</p> <p><input type="radio"/> Doctorate/Professional Degree (PhD, MD, EdD, JD)</p>	<p><input type="radio"/> None</p> <p><input type="radio"/> None</p> <p><input type="radio"/> None</p> <p><input type="radio"/> None</p> <p><input type="radio"/> None</p> <p><input type="radio"/> None</p> <p><input type="radio"/> None</p> <p><input type="radio"/> None</p>	<p><input type="radio"/> Course-Related Activities (e.g., Class, Studying, Lab)</p> <p><input type="radio"/> Other Learning Experiences (e.g., Internship, Placement)</p> <p><input type="radio"/> College Clubs, Organizations (Political, Social, Religious, etc.)</p> <p><input type="radio"/> College-Sponsored Events (e.g., Plays, Exhibits, Sports)</p> <p><input type="radio"/> On-Campus Paid Employment Related to Major</p> <p><input type="radio"/> On-Campus Paid Employment Not Related to Major</p> <p><input type="radio"/> Off-Campus Paid Employment Related to Major</p> <p><input type="radio"/> Off-Campus Paid Employment Not Related to Major</p> <p><input type="radio"/> Care of Family (e.g., Child, Spouse, Relative)</p> <p><input type="radio"/> Off-Campus Community Services (e.g., Religious, Civic)</p> <p><input type="radio"/> Off-Campus Cultural Events (e.g., Theater, Music, Exhibits)</p>	<p><input type="radio"/> Course-Related Activities (e.g., Class, Studying, Lab)</p> <p><input type="radio"/> Other Learning Experiences (e.g., Internship, Placement)</p> <p><input type="radio"/> College Clubs, Organizations (Political, Social, Religious, etc.)</p> <p><input type="radio"/> College-Sponsored Events (e.g., Plays, Exhibits, Sports)</p> <p><input type="radio"/> On-Campus Paid Employment Related to Major</p> <p><input type="radio"/> On-Campus Paid Employment Not Related to Major</p> <p><input type="radio"/> Off-Campus Paid Employment Related to Major</p> <p><input type="radio"/> Off-Campus Paid Employment Not Related to Major</p> <p><input type="radio"/> Care of Family (e.g., Child, Spouse, Relative)</p> <p><input type="radio"/> Off-Campus Community Services (e.g., Religious, Civic)</p> <p><input type="radio"/> Off-Campus Cultural Events (e.g., Theater, Music, Exhibits)</p>



# SECTION II—COLLEGE OUTCOMES

**IMPORTANCE:** Indicate to the LEFT of each item how **important** it is to you to attain that outcome (regardless of the amount of progress you have made toward attaining it).  
**PROGRESS:** Indicate to the RIGHT of each item how much **progress** you have made at this college toward attainment of that outcome (regardless of its importance to you).

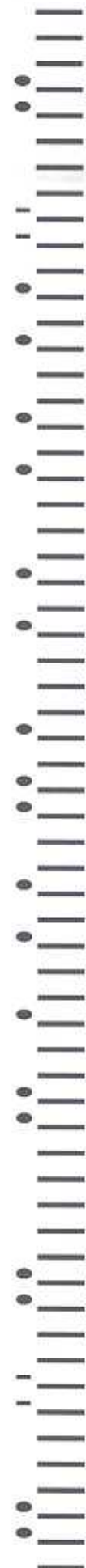
A	IMPORTANCE						PROGRESS				
	VERY GREAT	GREAT	MODERATE (Average)	LITTLE	NONE		VERY MUCH	MUCH	MODERATE (Average)	LITTLE	NONE
1						Drawing conclusions after weighing evidence, facts, and ideas					
2						Developing problem-solving skills					
3						Learning to think and reason					
4						Locating, screening, and organizing information					
5						Thinking objectively about beliefs, attitudes, and values					
6						Developing my creativity: generating original ideas and products					
7						Improving my writing skills					
8						Reading with greater speed and better comprehension					
9						Speaking more effectively					
10						Further developing my study skills					
11						Listening to and understanding what others say					
12						Learning to formulate and re-shape my lifetime goals					
13						Developing openness to new ideas and practices					
14						Acquiring knowledge and skills needed for a career					
15						Becoming competent in my major					
16						Appreciating the fine arts, music, literature, and the humanities					
17						Broadening my intellectual interests					
18						Discovering, productive and rewarding uses of my talents and talents into					
19						Learning principles for improving physical and mental health					
20						Developing effective job-seeking skills (e.g., interviewing, resume construction)					
21						Learning about career options					
22						Applying scientific knowledge and skills					
23						Learning principles for conserving and improving the global environment					
24						Effectively using technology (e.g., computers, high-tech equipment)					
25						Learning about the role of science and technology in society					
26						Understanding and applying math, concepts and statistical reasoning					

**B** Indicate your views of required courses OUTSIDE your major.

		Strongly Agree	Agree	Neutral, Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable to Me
Required Courses outside my area of specialization helped me ...							
	think about my major in the context of a larger world view						
	develop as a "whole person"						
	appreciate great works of literature, philosophy, and art						
	broaden my awareness of diversity among people, their values and cultures						
	increase my knowledge of the world and its physical and biological resources						
	build a framework to organize my learning within and across areas of study						
	become a more independent and self-directed learner						

**C** Indicate the extent to which you agree with the following statements about this college.

		Strongly Agree	Agree	Neutral, Neither Agree nor Disagree	Disagree	Strongly Disagree
1. This college has helped me meet the goals I came here to achieve						
2. If choosing a college again I would choose this one						
3. My experiences here have equipped me to deal with possible career changes						
4. I would recommend this college to others						
5. This college is equally supportive of women and men						
6. My experiences here have helped motivate me to make something of my life						
7. This college is equally supportive of all racial/ethnic groups						
8. I am proud of my accomplishments at this college						
9. This college welcomed and uses feedback from students to improve the college						



Your personal growth since entering this college can be attributed to many factors, some of which may NOT be related to your experiences at this college.

**PERSONAL GROWTH:** Indicate to the LEFT of each item the extent of your growth (regardless of the extent of the contribution made by your experiences at this college).

**COLLEGE CONTRIBUTION:** Indicate to the R/GHT<sup>®</sup> of each item the extent of the college's contribution (i.e., your college experiences both in and out of class) to your growth (regardless of the extent of your personal growth in a given area).



### SECTION III—SATISFACTION WITH GIVEN ASPECTS OF THIS COLLEGE

Indicate your level of satisfaction with each of the following.

	Very Satisfied	Satisfied	Neutral	Neither Satisfied nor Dissatisfied	Dissatisfied	No Rating Possible; Not Applicable; Not Able to Judge
1. Faculty respect for students:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Quality of instruction:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Availability of faculty for office appointments:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Concern for me as an individual:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Informal contact with faculty in non-academic settings:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Quality of my program of study:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Quality of academic advising:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. My sense of belonging on this campus:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Class size:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Flexible degree requirements:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Services for victims of crime and harassment:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Student mental health services:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Residence hall services and programs:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14. Veterans services:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Language development options for students whose first language is NOT English:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Student health/wellness services:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Campus AIDS education program:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Freedom from harassment on campus:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. Personal security safety on campus:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. Campus response to nontraditional students (e.g., older, part time):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
21. Rules governing student conduct:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
22. College responses to students with special needs (e.g., disabled, handicapped):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
23. Campus atmosphere of ethnic, political, and religious understanding:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
24. College social activities:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
25. Opportunities for involvement in campus activities:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
26. Recreational and intramural programs:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
27. Career planning assistance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
28. Practical work experiences offered in areas related to my major:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
29. Job placement services (e.g., opportunities to talk with employers):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
30. Personal counseling services (e.g., teaching personal problems):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
31. New student orientation services:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
32. Financial aid services:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
33. New student placement in reading/tutoring, math classes:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
34. Student access to computer facilities and services:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
35. Developmental, remedial, and tutorial services, including writing labs and math labs:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
36. Library/larning resources center services:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
37. Transfer of course credits from other colleges to this college:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
38. Variety of courses offered:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
39. Try before you buy:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## SECTION IV—YOUR EXPERIENCES AT THIS COLLEGE

A	How large a contribution do you feel your educational experiences at this college have made to your growth and preparation in each of the following areas?	Campus Contribution to Your Growth/Preparation				B	Indicate your cumulative college grade average.
		Very Great	Great	Mod- erate	Little		
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> A- to A (3.50-4.00)
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> B to A- (3.00-3.49)
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> B+ to B (2.50-2.99)
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> C to B- (2.00-2.49)
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> C- to C (1.50-1.99)
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> D to C- (1.00-1.49)
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Below D (0.00-0.99)
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Does Not Apply
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## SECTION V—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses.

30	X X X X X X X X X X X X
29	X X X X X X X X X X X X
28	X X X X X X X X X X X X
27	X X X X X X X X X X X X
26	X X X X X X X X X X X X
25	X X X X X X X X X X X X
24	X X X X X X X X X X X X
23	X X X X X X X X X X X X
22	X X X X X X X X X X X X
21	X X X X X X X X X X X X
20	X X X X X X X X X X X X
19	X X X X X X X X X X X X
18	X X X X X X X X X X X X
17	X X X X X X X X X X X X
16	X X X X X X X X X X X X
15	X X X X X X X X X X X X
14	X X X X X X X X X X X X
13	X X X X X X X X X X X X
12	X X X X X X X X X X X X
11	X X X X X X X X X X X X
10	X X X X X X X X X X X X
9	X X X X X X X X X X X X
8	X X X X X X X X X X X X
7	X X X X X X X X X X X X
6	X X X X X X X X X X X X
5	X X X X X X X X X X X X
4	X X X X X X X X X X X X
3	X X X X X X X X X X X X
2	X X X X X X X X X X X X
1	X X X X X X X X X X X X

## SECTION VI—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions, please write them on the lines below.

DO NOT WRITE BELOW THIS LINE.



**LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES  
RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	An institution may be accredited by the AACSB <i>or</i> the ACBSP					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	X(6) AET CET EET EGT GMT MET	X(6) AET CET EET EGT GMT MET				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>AMERICAN BAR ASSOCIATION</b>						
Law (LAW) - Professional schools						
<b>AMERICAN BOARD OF FUNERAL SERVICE EDUCATION</b>						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
<b>AMERICAN COLLEGE OF NURSE MIDWIVES</b>						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
<b>AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION</b>						
Construction Education (CONST) - Baccalaureate degree programs						
<b>AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION</b>						
Pharmacy (PHAR) - Professional degree programs						
<b>AMERICAN COUNSELING ASSOCIATION</b>						
Counseling - Masters and Doctoral level programs						
<b>AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE</b>						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management	X(1) FDS	X(1) FDS				
<b>AMERICAN DENTAL ASSOCIATION</b>						
Dental Assisting (DA)	X(1) EDD	X(1) EDD				
Dental Hygiene (DH)	X(1) DHG	X(1) DHG				
<b>Dental Laboratory Technology (DT)</b>						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
<b>AMERICAN DIETETIC ASSOCIATION, THE</b>						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						
<b>AMERICAN LIBRARY ASSOCIATION</b>						
Librarianship (LIB) - master's program leading to the first professional degree						
<b>AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION</b>						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)	X(1) OTA	X(1) OTA				
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant	X(1) PTA	X(1) PTA				
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	An institution may be accredited by the ACBSP <b>or</b> the AACSB					
Business (BUAD) - Associate degree programs in business and business-related fields	X(7) ACC CPT FDS MGT MKT OST MMT	X(7) ACC CPT FDS MGT MKT OST MMT				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						



ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)	X(1) DMS	X(1) DMS				
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)	X(1) EMT	X(1) EMT				
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)						
Medical Records Administrator (MRA)	X(1) HIM	X(1)* HIM				
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)	X(1) RES	X(1) RES				
Respiratory Therapy Technician (RESTT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X(1) SUR	X(1) SUR				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education						5/1998

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
and supervision.						
<b>COUNCIL ON EDUCATION FOR PUBLIC HEALTH</b>						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
<b>COUNCIL ON REHABILITATION EDUCATION (CORE)</b>						9/1999
Rehabilitation Counseling						9/1999
<b>COUNCIL ON SOCIAL WORK EDUCATION</b>						
Social Work (SW) - Baccalaureate and master's degree programs						
<b>FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH</b>						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
<b>JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY</b>						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	X(1) RAD	X(1) RAD				
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
<b>JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY</b>						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
<b>NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES</b>						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program	X(1) MLT	X(1) MLT				
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) - Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)						7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>NATIONAL LEAGUE FOR NURSING, INC</b>						
Nursing (PNUR) - Practical nursing programs	X(1) LPN	X(1)** LPN				
Nursing (ADNUR) - Associate degree programs	X(1) NUR	X(1)** NUR				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
<b>SOCIETY OF AMERICAN FORESTERS</b>						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

**Total**

\_\_\_\_27\_\_\_\_ \_\_\_\_27\_\_\_\_

***THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D***

\* Greenville Tech's Health Information Management program is accredited by Health Information Technician (formerly Medical Records Technician), an area of the Commission on Accreditation of Allied Health Education Programs, that accredits associate degree programs. Health Information Administrator (formerly Medical Records Administrator) accredits baccalaureate programs.

\*\* National League for Nursing Accrediting Commission (NLNAC)

## RESULTS OF PROFESSIONAL EXAMINATIONS

*Applicable to all sectors – Reported for April 1, 2005-March 31, 2006*

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2006 through March 31, 2007**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
<b>TECHNICAL SECTOR</b>					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe	1/07 – 3/07	1	1	1	100.0
	10/06 – 12/06	2	2	2	100.0
	7/06 – 9/06	1	1	1	100.0
	4/06 – 6/06	1	1	1	100.0
Aircraft Maintenance – General	1/07 – 3/07	2	2	2	100.0
	10/06 – 12/06	3	3	2	66.7
	7/06 – 9/06	1	1	1	100.0
	4/06 – 6/06	0	0	0	0.0
Aircraft Maintenance – Powerplant	1/07 – 3/07	4	4	4	100.0
	10/06 – 12/06	2	2	2	100.0
	7/06 – 9/06	4	4	4	100.0
	4/06 – 6/06	0	0	0	0.0
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)	4/06 – 3/07	14	11	11	100.0
Certified Dental Assistant					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)	4/06 – 3/07	29	29	27	93.1
Clinical Laboratory Technician, NCA	4/06 – 3/07	0			
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic	4/06 – 3/07	32	32	23	71.9
Emergency Medical Technician – NREMT Intermediate	4/06 – 3/07	11	11	8	72.7

<b>Name of Exam</b>	<b>Date(s) Administered</b>	<b># of Examinees</b>	<b># of 1<sup>st</sup> Time Examinees</b>	<b># of 1<sup>st</sup> Time Examinees who Passed</b>	<b>% 1<sup>st</sup> Time Examinees Passing</b>
Emergency Medical Technician – NREMT Paramedic	4/06 – 3/07	25	24	20	83.3
Medical Laboratory Technician, ASCP	10/06 – 12/06	1	1	1	100.0
	7/06 – 9/06	6	6	5	83.3
	4/06 – 6/06	1	1	1	100.0
National Bd. for Dental Hygiene Examination	3/07	23	23	23	100.0
National Council Licensure Exam. (NCLEX) - Practical Nurse	1/07 – 3/07	11	10	10	100.0
	10/06 – 12/06	13	13	13	100.0
	7/06 – 9/06	18	18	18	100.0
	4/06 – 6/06	26	26	26	100.0
National Council Licensure Exam. (NCLEX) - Registered Nurse	1/07 – 3/07	63	57	53	93.0
	10/06 – 12/06	62	54	47	87.0
	7/06 – 9/06	48	41	38	92.7
	4/06 – 6/06	59	47	42	89.4
National Physical Therapist Licensing Exam. (PTA)	4/06 – 3/07	36	36	32	88.9
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT	5/06 – 7/06	24	24	24	100.0
Registered Health Information Technician	4/06 – 9/06	21	16	10	62.5
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry	4/06 – 3/07	17	10	7	70.0
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation	4/06 – 3/07	14	8	5	62.5
SRTA Regional Exam. for Dental Hygienists	4/06 – 3/07	0			
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination	1/07 – 3/07	3	3	2	66.7
	10/06 – 12/06	2	2	1	50.0
	7/06 – 9/06	1	1	0	0.0
	4/06 – 6/06	2	2	1	50.0
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					